



JOB DESCRIPTION

EARLY YEARS RECEPTION JUNIOR SCHOOL TEACHER

 **WIMBLEDON**
HIGH SCHOOL

EX HUMILIBUS EXCELSA

GDST
GIRLS' DAY SCHOOL TRUST



WIMBLEDON HIGH SCHOOL

At WHS we believe childhood is precious and we do all we can to create stimulating, engaging and memorable experiences across all aspects of Junior School life and learning. Our ambitious, bespoke academic and co-curricular programmes are driven by a desire to spark joy and curiosity both in and out of the classroom. Play, the art of engaging in an activity for enjoyment or recreation, sits at the heart of the experience of childhood and plays a big part in the Junior School as the girls learn and grow together. Engaging in free, child-centred play not only strengthens the cognitive development and schema-building critical to early learning but it also provides fertile ground to learn to navigate friendships and negotiate challenges. We are passionate about developing discerning, enterprising, resilient and all-round savvy girls; girls who not only achieve excellent academic credentials but who are also prepared for the changing world of tomorrow in the best possible way. Our commitment is simple; we are wholeheartedly invested in providing exceptional teaching, leading a culture of innovation and promoting a spirit of adventure – adventure as both an attitude and a state of mind.

Our academic curriculum, Adventum, aims to fuse together the discovery of knowledge and skills. It is underpinned by provocative thinking, intellectual disruption, critical questioning and self-knowledge. It ensures our girls value the role they play in positively shaping the world around them. Through a philosophy-led curriculum, our girls gain an understanding of meta-physics, aesthetics and ethics within a rich context of storytelling, questioning and collaboration. Learning is guided each term by a central theme for exploration such as Dreams, Colour, Human Nature, Power and is accompanied by a philosophical question for consideration: Is the human experience the same for everyone? Does power always corrupt? Does colour play a role in our identity? Supported by our wide and far-reaching co-curricular programme, Arcadia, and our wellbeing-driven pastoral programme, GROW, our girls are instilled with a love of wisdom, integrity of thought and social awareness to help shape the world around them. Specialist teaching and state of the art facilities make teaching at Wimbledon High School a stimulating and engaging place to work.



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JOB PURPOSE

- To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual pupils and contributing to the school's pastoral system.
- To support the Head of Junior School and the Junior Leadership Team in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.
- To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.
- To demonstrate GDST values and high standards of professional conduct at all times.

ACCOUNTABLE TO:

Head of Junior School (via Assistant Head Lower Junior School)

ACCOUNTABILITY AND RESPONSIBILITY

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

Teaching and learning

- To be responsible for a Reception class, to teach all

areas of the EYFS.

- To assist all pupils to develop emotional security, self-belief and mature social skills.
- To assist all children to develop a love of learning and an excitement about coming to school each day.
- Using an appropriate range of teaching strategies and resources, which meet pupils' needs and expectations and are designed to raise levels of attainment.
- Building on the prior knowledge and attainment of earlier learning in order that pupils meet their learning objectives and make sustained progress.
- Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
- Using language appropriate to pupils, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of pupils.
- Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, rooted in EYFS best practice, including how to personalise learning

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to provide opportunities for all pupils to achieve their potential, incorporating these in the planning and delivery of lessons.

- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Advising and co-operating with the Head of Junior School and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- With reference to the Early Learning Goals, pupils' individual learning objectives, planning, setting, supporting and assessing to sustain pupils' progress and to extend and consolidate their learning.
- Contributing as appropriate to the development of EYFS schemes of work and adhering to schemes of work when planning and teaching.
- Organising the classroom and learning resources and creating displays to encourage a positive, child-led and playful learning environment.
- Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment.
- Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- Working collaboratively across the department, school and the GDST network.
- Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for learning together, in line with the school's behaviour policy.

Pastoral

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- Supporting and contributing to the school's responsibility for safeguarding and promoting the

welfare and well-being of pupils.

- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Liaising with Assistant Head Lower Junior School, attending pastoral meetings when necessary.
- Leading and participating in Assemblies, as required.

Marketing and external links, including public occasions

Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community, where possible, by:

- Running or supporting one co-curricular club per week (a minimum of 60 minutes).
- Participating in and supporting the Junior School partnership programme with schools in the local community as required.
- Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.

Management and administration

Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:

- Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.

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- Coordinating or supervising the work of those who provide support for teachers in the Lower Junior School, where required.
- Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Ordering and allocating of equipment and materials where required.
- Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.

Training and development of self and others

Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:

- Reviewing own methods of teaching and programmes of work.
- Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.
- Attend weekly Junior School staff meetings, section meetings and briefings before and after school as directed.
- Carry out playtime and/or lunchtime duties – supervising pupils from the Junior School, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head of Junior School.

GENERAL REQUIREMENTS

All teaching staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the Strategic Development Plan.
- Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with pupils, colleagues, parents and any external personnel.
- Adhere to school and GDST policies, as amended from time to time, and as set out in GDST Council Regulations and GDST circulars.

REVIEW AND AMENDMENT

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

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SKILLS REQUIRED

The successful candidate will have the following key skills and attributes:

ESSENTIAL

- Ability to teach the Early Years Foundation Stage curriculum to a high quality.
- Ability to use a range of teaching strategies in order to meet the needs of all pupils.
- Sound behaviour management and pastoral care skills, both inside and outside the classroom.
- Dedication to promoting the Junior School within the school and marketing within and outside school.
- Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies.
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents).
- Excellent organisational and time management skills with the ability to prioritise and work to deadlines.
- Ability to work on own initiative and react to competing demands.
- Ability to maintain confidentiality.
- Confident user of ICT to aid administration and learning including whiteboards.

KNOWLEDGE BASE

ESSENTIAL

- Exceptional knowledge and understanding the Early Years Foundation Stage.

DESIRABLE

- Strong knowledge and understanding of best practice in supporting effective transition from Early Years to Year 1.
- Knowledge of latest developments in educational best practice across the Junior School phase.

QUALIFICATIONS/ATTAINMENT

ESSENTIAL

- Well qualified graduate

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- Qualified teacher status or other appropriate teaching qualification.

EXPERIENCE

ESSENTIAL

- Experience of teaching Early Years in an ambitious Junior, Prep or Primary setting.

DESIRABLE

- Proven experience of successfully contributing to or running co-curricular clubs and activities.
- Experience of working within a successful team.

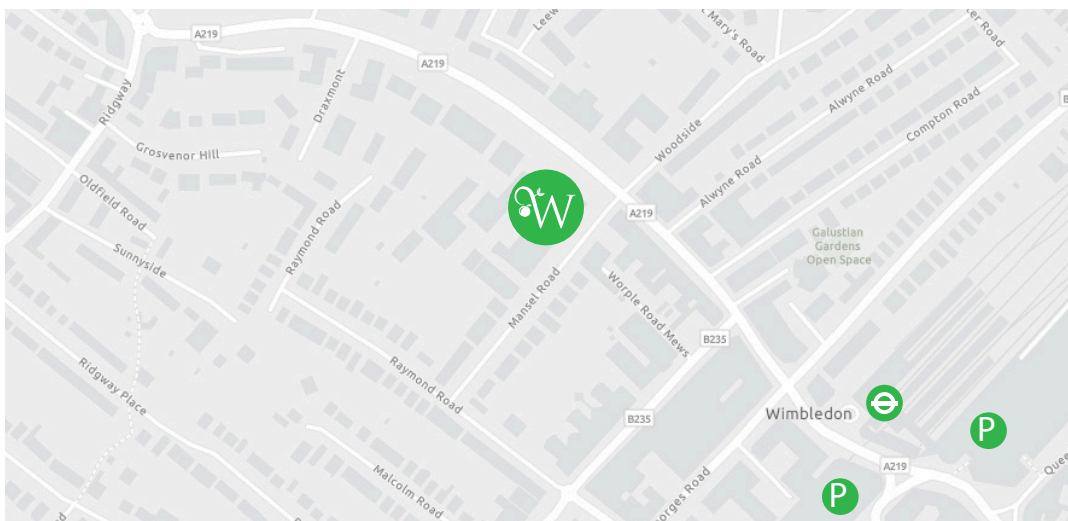
PERSONAL ATTRIBUTES

ESSENTIAL

- Enthusiastic, positive and hard working.
- A passion for education.
- Commitment to the safeguarding of children and young people.
- Ability to inspire, motivate and support pupils.
- Flexible and approachable attitude.
- Ability to solve problems, make sound judgements and take decisions.
- Ability to work under pressure, on own initiative, accurately and with attention to detail.
- Commitment to the improvement and development of own teaching and performance.
- The drive and stamina to provide excellent opportunities for all girls in the school.
- Willingness to play a part in the overall developments of the school.
- Commitment to maintaining the caring and supportive ethos of the school.



LOCATION



Wimbledon High School is conveniently situated in the heart of Wimbledon.

The station is a few minutes' walk away, serving National Rail, London Underground and Tramlinc. Buses 93, 493, 200, 57 and 131 stop nearby. If you are driving to Wimbledon to visit the school, please use one of the two public car

parks marked on the map and allow plenty of time. Parking in Mansel Road and surrounding roads is limited to a few metered bays.

We regret that there is no visitor parking available on the school site.

Our playing fields are at Nursery Road, a ten minute walk down Worple Road.

Wimbledon High School
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Head
Ms Fionnuala Kennedy

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